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ABSTRACT

This 5-hour simulation is designed to give secondary- and college-level students and community persons the opportunity to deal with multicultural issues in a typical organizational and community setting. St. Anne is a fictitious town of 75,000 residents with two major ethnic neighborhoods--one German and the other Swedish. The local paper industry and labor unions employ a significant number of blacks. A small population of Chicanos are employed as migrant workers. An Indian reservation near town provides additional cultural diversity. To offset some of the problems resulting from recently court ordered desegregation, an ad hoc Committee of Concerned Citizens for Human Relations has submitted a plan to the school board for a school program in multicultural education. The simulation requires each participant to play the role of a community member. Participants must engage in a series of negotiations between various community power and publicity groups concerning the need for a multicultural School Board policy. Each participant must argue for the policy alternative his role supports and attempt to influence the School Board vote on policy alternatives. Provided is an overview of each role, stating community interests, racial or ethnic group, occupation, and the general or specific position concerning the issues to be presented. Also included is a simulation time agenda, a press release, School Board policy statements and action, observer documentation sheet, publicity evaluation sheets, and suggestions for debriefing. (RM)

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SAINT ANNE

A MULTICULTURAL EDUCATION DILEMMA

BY

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Written in 1977

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CONTROL DIRECTIONS

ST ANNE: A MULTICULTURAL DILEMMA

Materials:

All printed handouts and materials are included in this package. The following materials should appear:

1. Participant directions
2. Sequence chart
3. Scenario
4. Role descriptions
5. Ad hoc news release
6. Policy statements and board action
7. Board member score card
8. Negotiation record
9. Observer documentation sheets
10. Publicity evaluation sheets
11. Control directions
12. Participant evaluation sheet
13. External force cards
14. Power and publicity points

PARTICIPANT DIRECTIONS

This simulation is designed to give you an experience in dealing with multicultural issues in a typical organizational and community setting. It is planned that you will have an opportunity to clarify your position concerning education that is multicultural and learn strategies that will help you deal with community organizational structures and mechanism. The primary vechicle in this simulation is a series of negotiations between various community power and publicity groups concerning the need for a multicultural School Board policy and the culminating School Board vote on policy alternatives. The individual objective for each participant is to work toward a favorable School Board vote on the policy alternative your role supports. Gaining support of School Board members, therefore is a major task ahead of you.

The events planned for the simulation are to occur over the next three days with a debriefing on the fourth day. Simulation sessions will be separtated by various workshop sessions dealing with education that is multicultural. The major activities are outlined below (a detailed Sequence of Activities Chart is also included in your packet and you should refer to that chart while playing through the simulation):

1. Presentation of rules, roles, setting and issues.
2. Preliminary negotiations
3. Proposing of policy alternatives
4. Final negotiations
5. T.V. debate

6. School Board meeting and vote

7. Debriefing

The simulation will take about 5 hours to complete.

Each person will play the role of a community member during the simulation. Included in this packet is an overview of your role stating your community interests, racial or ethnic group, occupation, other general information and most importantly your general or specific position concerning the issues to be presented during the simulation. Since no role description can be complete it will be your duty to fill in missing material drawn from your experience. We want you to play your role with enthusiasm, however, remembering that overplaying a role can make a simulation unrealistic. You may be asked to play a role with which you have no sympathy and can find little justification for his/her position. If this is true, you may find that you may learn more about how to support your true position by learning about your adversary, rather than playing a role with which you agree. You may also gain some compassion for persons with whom you disagree.

The major activity in the simulation will the School Board vote concerning the proposed policies. To get to that point, however, will require a negotiation process with other community groups and the School Board. These negotiations will be conducted through a point system. Points will be divided into power points (the ability to influence or require others to accept your position and to direct the behavior of others because of position) and publicity points (the ability to get attention through mass media or other communications). Each person will be allocated points through his/her role description. You may give your power and publicity points to your

community group, hold some of them in reserve or keep all of them. Remember, however, that your use of power and publicity will help determine the final Board vote. During negotiations your group's points will be used in the following manner:

1. Each time you talk with a Board member - 1 publicity point.
2. Public news releases - 5 points and T.V. debate - 25 points. (If you do not participate in the debate you lose 40 publicity points.)
3. Presentation of policy alternatives - 25 publicity points.
4. Negotiation with other community groups - cost negotiable.
5. Influencing Board members to vote for your policy - cost negotiable.
6. Drawing unfavorable chance cards.

You may gain points through:

1. Writing the best news release - 2, 5 or 10 points.
2. Getting other community groups to pool their power and publicity.
3. Winning the T.V. debate - 5, 15 or 20 points.
4. Drawing favorable chance cards.
5. Negotiating with community groups - making promises, whether you can keep them or not.
6. Attending workshop sessions to gain knowledge.

<u>The most important use of points, however, is to purchase the support of Board members</u>.

Please keep a record of all negotiations and deals on the enclosed negotiations record sheet. You may find that individuals and groups are not keeping deals made.

Intermittently during the simulation, control will read news released from randomly drawn external force cards. These chance cards represent

those things that occur in every community over which you have no control. They may be positive or negative for your group.

GENERAL RULES:

1. Board vote determines the winner.
2. Power points are used to gain Board support.
3. Board members are re-elected according to points accumulated.
4. You must pay 1 publicity point in order to talk with a Board member. All of these negotiations are to be in private. Board member determines the length of conservation.
5. You must wear your Role Identification Pins at <u>all</u> conference activities during the four days.
6. You may attend the meeting of any group.
7. If you abandon your role (because you change your mind about the issues or can't take supporting an issue with which you disagree) you must leave all your power and prestige points with your original group.
8. You can do whatever you want with your points in negotiations.
9. Outside observers must be informed about any secret meeting.
10. Failure to turn over lost points will result in the loss of <u>all</u> publicity points.

PLEASE READ THE SETTING AND SCENARIO AND SEQUENCE CHART.

SEQUENCE FOR "SAINT ANNE MULTICULTURAL DILEMMA"

I. Monday (2:00-4:30)

2:00-2:05	Opening statement by simulation control - General purpose and sequence of Monday-Thursday activities.
2:05-2:10	Hand out participant packages containing 1) Participant Directions 2) Setting and Scenario 3) Role Descriptions 4) Sequence of Activities Chart.
2:10-2:25	Allow participants to read Setting and Scenario, Participant Directions, Sequence Chart.
2:25-2:35	Discuss: 1) Rules 2) Points 3) Winning 4) Negotiations 5) Publicity 6) Alternative Policies 7) Sequence Chart 8) Roles.
2:35-2:40	Allow participants to read Role Description.
2:40-2:45	Discuss role playing.
2:45-2:55	Participants find other members of community groups and form teams (select spokesperson).
2:55-3:00	Read Ad Hoc news release and hand out release.
3:00-3:15	1) Community Groups discuss news release and draft a preliminary position statement. 2) Executive Session of the School Board.
3:15-3:20	Break.
3:20-3:35	Brief statement by each community group.
3:35-3:45	Strategy sessions (plan negotiation strategy and point accumulation). Ad Hoc and Basics - you may also assign an individual group member to start writing a news release for publication. This release will state your groups position and justification.
3:45-4:00	Negotiations (Ad Hoc and Basic Education Groups attempt to get community groups to join them. Keep record of agreement). Groups may also approach School Board members. Only one person may talk to a Board member at a time. Cost to talk to Board member - 1 publicity point per minute. Power points are used to procure Board support.

4:00-4:05 Brief public statement of support generated during negotiations. (Announce the number of points gained. Group gaining most points picks up an additional 5 power points and 10 publicity points).

4:05-4:20 Prepare news release.

4:20-4:25 Control will read the news release (judges will award 5 or 10 publicity points to the best statement and 2 to the other).

4:25-4:30 Board. Discuss next day's morning session.

II. Tuesday (10:45-12:00)

10:45-11:15 Hand-out policy alternatives and then select 2 policies to be presented to the School Board from those provided (or initiate a new policy).

11:15-11:35 Present two policy alternatives to the School Board with brief arguments. Cost of presentation 25 publicity points (these points must be divided equally between the individual Board members).

11:35-11:45 Strategy session for negotiation period.

11:45-12:00 Final negotiation period with community groups. (Ad Hoc and Basic Education groups attempt to get individuals or community groups to join them. Keep record of agreements). This period should also be used to influence Board members. Each time you talk to a Board member you must surrender 1 publicity point per minute. Power points are used to procure Board support.

III. Tuesday 3:30-4:30

3:30-3:50 The concluding activity in this session will be a face-to-face T.V. debate concerning the policies before the Board. Please make preliminary plans for the debate. Select 2 members to represent your team. Continue negotiations from the morning.

3:50-4:05 Planning session for debate.

4:05-4:30 T.V. debate. Each side will have 5 minutes to explain its position, 5 minutes rebuttal and a 5 minute period of argument. T.V. debate cost 25 publicity points for each side. Winner will receive 15 or 20 publicity points and the loser 5.

IV. Wednesday 10:30-11:45

10:30-10:40 Planning session for final session.

10:40-11:00 Negotiations with Board members and community groups.

11:00-11:30 Public Board meeting. Open Forum - No Cost.

11:30-11:45 Board Decision.

V. Thursday 8:30-9:30

8:30-8:45 Review Board Decision and announce Board members who are re-elected.

8:45-9:00 Report of observers.

9:00-9:30 General discussion.

SCENARIO

Nestled in a valley surrounded by snow capped mountains sits the town of St. Anne with a population of approximately 75,000 residents. Fresh water streams run down the mountainside creating beautiful lakes which are filled with fresh water trout. Forest of evergreens surround the town providing the raw material for a sizable paper products industry. There is a downtown business area which is being replaced by a new shopping mall. There are three banks, two newspapers and a local T.V. station which serve the area. Farmers in the outlying areas come in to shop and use the other services offered and are dependent on the paper industry for cash sales of pulpwood. There is a small population of Chicanos who are employed as migrant workers by farm owners and in local industries. An Indian reservation near the town provides additional cultural diversity. Just recently an interstate highway has been routed through the reservation about ten miles from the town. The reservation and town are now getting a little tourist traffic. The main industry in the town is the paper industry which is supported by the rural natural resources. The company buys timber from farmers and large absentee land owners who own forest land. The paper company is also purchasing its own land offering premium prices for unproductive farm land. There are two majority ethnic neighborhoods. One is German and the other is Swedish. The paper industry and the labor unions employ a significant number of black laborers. A major problem in the area is that a group of long-time residents who own land, which is not in use, resist selling it to anyone who may use it as a business opportunity. They do not want any business competition. Consequently, the town

economy is rather stagnant.

The school system is consolidated with students bused into the junior high school and high school. Before the court order for desegregation, there were two junior high schools and two high schools. One high school had a student population of 80% Black, 10% Native American, 5% Chicano and 5% low income whites. The second high school was 98% white and 2% Black. Housing patterns contributed to this composition. The desegregation order forced the school district to combine the student population into one building for junior high school and one building for high school.

Presently most of the Black and Chicano children are bused to promote integration. This program has been in effect for one and one-half years. The NAACP and Urban League represented the Black parents in the desegregation case.

St. Anne has a wide variety of interest groups and factions. Some of them are for and some of them are against the implementation of an education program that is multicultural and desegregation brought through busing. The local small liberal arts college and technical school also have an interest in the public schools since their students primarily come from the St. Anne area.

There have been a series of incidents, fights, sit-ins, and parent confrontations at the high school which has now spread to the junior high school. These incident were reported in the news media as being racially motivated by prejudice or as resulting from an inability of minority students to compete academically. These reports may or may not be factual but rumors are rampant on both sides. Enough citizens are concerned to start action on the problem.

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PARENTS FOR BASIC EDUCATION

CULTURE: Black, female

RELIGION: Baptist

ECONOMIC STATUS: Low socio-economic group

OCCUPATION: Employed as a file clerk by the local utility company

HOME LOCATION: Owns modest house

You have three children, two of which are of school age. You joined this group because you have a sincere interest in your children's education. Your boss at the utility company told you about the group. Your children are 14, 10 and 4 years old. Your 14 year old son has been identified as a gifted student. You do not feel that the 14 year old is performing at the level he should be. You are concerned about your children being prepared to go to college. You fear that a program for education that is multicultural will increase property taxes.

This issue is the only common interest that this group has. All persons in the group are concerned about a college education for their children. They support the "back to basics" movement in education.

PRIMARY CONCERN: You want the quality of education improved with special concern for your 14 year old son.

Individual Power Points 6

Publicity Points 4

HIDDEN AGENDA: None

PARENTS FOR BASIC EDUCATION

CULTURE: Swedish American, male

RELIGION: Protestant

ECONOMIC STATUS: Upper income level

OCCUPATION: Business man, vice president of one of the banks

HOME LOCATION: Large home in the Swedish area of town

You have two children. One of them attends the junior high school and the other one attends the high school. You are concerned about your children being adequately prepared to go to college. Your other interest is that you feel that the people you hire for positions at the bank are not as well prepared as they should be in the basic skill areas of reading, communication and mathematics.

This issue is the only common interest that this group has. All persons in the group are concerned about a college education for their children. They support the "back to basics" movement in education.

PRIMARY CONCERN: You want your children to be prepared to go to college. You also would like the people you hire to be better prepared.

Individual Power Points	8
Publicity Points	3

HIDDEN AGENDA: You are the hidden benefactor within the Abraham Lincoln Forensic League. You have rich friends in other parts of the country. They will contribute more money into the organization if you are successful in defeating the program.

PARENTS FOR BASIC EDUCATION

CULTURE: Polish American, female

RELIGION: Catholic

ECONOMIC STATUS: Middle income level

OCCUPATION: Housewife

HOME LOCATION: Nice middle class neighborhood

Your husband told you to join. You are not too concerned about the issues although you have one child in the high school and another one attending the local parochial liberal arts college.

This issue is the only common interest that this group has. All persons in the group are concerned about a college education for their children. They support the "back to basics" movement in education.

PRIMARY CONCERN: You want to please your husband so you are active in the group.

Individual Power Points	4
Publicity Points	2

HIDDEN AGENDA: A couple of people have approached you about running for the school board if you are instrumental in defeating the program.

PARENTS FOR BASIC EDUCATION

CULTURE: White, female

RELIGION: Protestant

ECONOMIC STATUS: Upper income level

OCCUPATION: You have no formal profession. You are president of the P. T. A. You enjoy playing bridge and backgammon. You like to entertain in your home and you have a reputation for giving great parties.

HOME LOCATION: Your home is situated on several acres of land. It has a swimming pool, tennis courts and a stable for the horses.

You aren't too clear on the issues but feel it is a good cause. You are interested and feel responsible for seeing that students are adequately prepared to go to college.

This issue is the only common interest that the group has. All persons in the group are concerned about a college education for their children. They support the "back to basics" movement in education.

PRIMARY CONCERN: Keeping busy and being helpful

Individual Power Points	7
Publicity Points	5

HIDDEN AGENDA: None

PARENTS FOR BASIC EDUCATION

CULTURE: Asian American, male

RELIGION:

ECONOMIC STATUS: Middle income level

OCCUPATION: Professor at the local liberal arts college

HOME LOCATION: Lives in a nice middle income neighborhood

You joined the group because you feel a need for basic education. You are married and have two children. They are two and four years old. You hope that the school system will have developed a strong program in basic skills by the time your youngsters are ready for school. You feel that the students that you get at the college level have not adequately been prepared in the basic skill areas.

This issue is the only common interest that this group has. All persons in the group are concerned about a college education for their children. They support the "back to basics" movement in education.

PRIMARY CONCERN: You would like to receive a better prepared student at the college level.

Individual Power Points	8
Publicity Points	4

HIDDEN AGENDA: None

INDUSTRIAL UNION GROUP

CULTURE: Black, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: President of local Industrial Union

HOME LOCATION: Suburbia

You have been president of your local union group for three years. It is a job you enjoy and have every intention of keeping. Your wife recently joined the Ad Hoc Committee of Concerned Citizens for Human Relations. She has been pushing you to support the concerns of the Ad Hoc Committee.

In your organization your primary power lies in being able to manipulate the agenda. As president you haven't been known for asserting yourself on issues, but rather for your follow through on union group decisions. In order to help your wife and get her off your back, you are going to have to do a little politicking to achieve the support of your group.

PRIMARY CONCERN: To maintain your position and assist the Ad Hoc Committee of Concerned Citizens if possible.

Individual Power Points	6
Publicity Points	4

INDUSTRIAL UNION GROUP

CULTURE: Asian, male

RELIGION: Buddhist

ECONOMIC STATUS: Middle income

OCCUPATION: Machinist

HOME LOCATION: Suburbia

You have just recently moved into town. At your previous location you were highly involved in union activities. You see the union as a viable source of power that can create many possibilities for the low income community. It is your intention to become involved in the union here and hopefully attain a position of power within the next couple of years. Your power lies in your ability to speak publicly. At your previous job, you were made foreman because of extra work you had done in the community along with excelience on the job.

PRIMARY CONCERN: To become involved in union politics and attain one of the elected positions.

Individual Power Points	5
Publicity Points	2

HIDDEN AGENDA: You want your family to be accepted and enjoy the new community.

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INDUSTRIAL UNION GROUP

CULTURE: White, male

RELIGION: ------

ECONOMIC STATUS: Low income

OCCUPATION: Laborer/student

HOME LOCATION: Low income apartment

You became involved in the Industrial Union group through your job. As you see it, you are only involved in this job to pay your expenses and to get through your college education. You have set your mind on becoming a lawyer. The president of the Industrial Union group has told you about the Ad Hoc Committee of Concerned Citizens for Human Relations. You have decided to find out what it's all about.

You have been becoming increasingly involved in Industrial Union group meetings. Your access to information at the university has allowed you to find answers to several questions the group has had. You see the group as looking to you for pertinent information.

PRIMARY CONCERN: To get involved so that you may learn and experience whatever is possible.

Individual Power Points 2

Publicity Points 1

HIDDEN AGENDA: You hope that your law career will begin with the defense of cases concerning human rights.

INDUSTRIAL UNION GROUP

CULTURE: Chicano, male

RELIGION: Catholic

ECONOMIC STATUS: Low income

OCCUPATION: Truck driver

HOME LOCATION: Low income area

You have been elected to be a representative of the Industrial Union for your group at the St. Annes Paper Company. You are really not sure how much you would like to get involved, but you are going to take a look. You have a family with four children who are all enrolled in the low income area elementary school.

You received your position primarily because no one else wanted the responsibility. Your power within the group is questionable. Your activities in the union seem to take up a lot of your time with no real reward.

PRIMARY CONCERN: To maintain your job with the paper company and create the best life possible for your family.

Individual Power Points	3
Publicity Points	2

SCHOOL EMPLOYEES

CULTURE: Black, female

RELIGION: Protestant

ECONOMIC STATUS: Middle class

OCCUPATION: Principal

HOME LOCATION: Black middle class neighborhood

You are the principal of a K-6 elementary school in a low-income area. Your concern for the best education possible for your area students has thrusted you in the public's eye as an advocate for quality education for all children from poor families.

You also have political aspirations to become a member of the local Board of Education or a city councilperson. You are perceived as a leader in the city.

PRIMARY CONCERN: Realization of political aspirations, so you can do as much as possible for low income families, school aged children, and teachers.

Individual Power Points	6
Publicity Points	4

SCHOOL EMPLOYEES

CULTURE: White, male

RELIGION: Catholic

ECONOMIC STATUS: Middle class

OCCUPATION: Special Education Teacher

HOME LOCATION: Integrated middle class neighborhood

You are a special education teacher in a Title I elementary school. You teach a regular classroom and you strongly believe that all teachers should have the skills to deal with children with special needs and problems in the regular classroom.

As a member of the Local Teachers' Union, you have strongly supported the abolishment of all separate classes for special students. This has made you unpopular with many of your co-workers.

PRIMARY CONCERN: Reeducation of all teachers so they will have skills to deal with special students within regular classroom.

Individual Power Points	4
Publicity Points	4

SCHOOL EMPLOYEES

CULTURE: Black, male

RELIGION: Baptist

ECONOMIC STATUS: Middle class

OCCUPATION: Assistant Superintendent in Charge of Instruction

HOME LOCATION: Integrated neighborhood - you are one of three Black families in an area of over 100 h mes.

As the Assistant Superintendent in charge of instruction, you have primary responsibility for instructional supervision, development, revision, and implementation of the school system's curricula.

All of your peers and collegues have a lot of respect for you and your ideas. Through your efforts the school system now has a teacher's curriculum guide for every subject taught in the system. The Black community is very proud of you and your accomplishments.

PRIMARY CONCERN: To create and/or design and implement a teacher selection process that would match more closely teachers' teaching styles with learning styles. You firmly believe that certain teacher personalities are better suited to one teaching situation than others.

Individual Power Points	5
Publicity Points	5

SCHOOL EMPLOYEES

CULTURE: White, female

RELIGION: Episcopal

ECONOMIC STATUS: High middle class

OCCUPATION: School secretary

HOME LOCATION: Exclusive all white neighborhood

You are a secretary in a high school in the middle class neighborhood. You belong to the country club, local women's lib organization, the Women's Garden Club, Volunteers to Save the Oak Trees in the City, Women's Republicans Organization, local organization to perserve the neighborhood schools, women's bridge club, etc.

Your husband is the owner of the largest bank in the city and is considered quite wealthy. You are working in the school merely because it gives you something to do with your days. Your collegues are courteous and nice to you only because of your position in the neighborhood by virtue of your marriage. You are aware of this, and try to compensate by trying to be as regular as possible, but you come across as being pretentious.

PRIMARY CONCERN: Since you have two children in the public schools (your husband refuses to put them in a private school even though you have pushed for this) you spend a great deal of your time speaking out in meetings, clubs, etc., for neighborhood schools, but you say you are not against busing or integration.

Individual Power Points 5

Publicity Points 6

SCHOOL EMPLOYEES

CULTURE: Mexican American, female

RELIGION: Catholic

ECONOMIC STATUS: High middle class

OCCUPATION: Director of Teacher Center, Coordinator of Inservice Activities for the School System

HOME LOCATION: A community comprised of Mexican Americans, Blacks, and Whites all with basically the same financial status.

You are a privileged person in the Mexican American community because you have been born in a traditional aristocratic family with family ties to old Mexico and its former leaders.

You are very concerned about the education Mexican American children are receiving. You believe that teachers of these children should be bilingual and that inservice activities should be designed to teach monolingual Spanish as a second language. You also are trying to convince the Board of Education to make a special effort to hire bilingual teachers.

PRIMARY CONCERN: The best possible education for Mexican American children.

Individual Power Points	3
Publicity Points	3

SCHOOL EMPLOYEES

CULTURE: Native American, male

RELIGION: No strong beliefs - in a state of flux

ECONOMIC STATUS: Middle class

OCCUPATION: Physical Education Supervisor

HOME LOCATION: Trailer Park - most permanent residents are retired people with fixed incomes

You are a great guy. Humorous, creative and loved by all the children. Your peers like you and respect the work you are doing. You are recently divorced and your stock has gone down in the eyes of some people because you should not have married the Anglo anyway.

You are basically a loner with a few very close friends. As a free lance photographer you spend a lot of time out of doors and at sports events. You hope to open a camera shop if you can get the money.

PRIMARY CONCERN: To get the Board of Education to hire enough P. E. teachers so every school in the system would have at least one full time P. E. teacher.

Individual Power Points 2

Publicity Points 2

PRESS CLUB

CULTURE: Black, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Public relations manager for local radio station

HOME LOCATION: Low income area

You have been involved in local politics for several years. Your public relations job is "right up your alley." Speaking to groups and carrying the poor man's banner is something you have always enjoyed. Through you, publicity is almost guaranteed, but a major portion of your power lies in your ability to move among groups and attain the opportunity to speak for them. The Ad Hoc Committee of Concerned Citizens for Human Relations is a group you would like to help out. You have been well known for your desire to remain involved in community services. In your decisions of how involved to become or what to become involved in, you must always consider the needs of your radio station along with your own. In order to look before you leap, you usually check out both sides and try to maintain contact before you begin to carry the banner.

PRIMARY CONCERN: To be seen and heard.

Individual Power Points	4
Publicity Points	7

HIDDEN AGENDA: You are up for promotion at the radio station that is dependent upon your relationships with local business. You also have a possibility of a state legislature seat in the next election. In order to

PRESS CLUB

CULTURE: Chicana, female

RELIGION: Catholic

ECONOMIC STATUS: Middle income

OCCUPATION: Advertising agent

HOME LOCATION: Suburbia

Your job for the local paper and television station is to coordinate and develop advertising campaigns that can get your clients' points across. You have done a great deal of consultant work with local groups in the area of advertising and your expertise and access to media gives you great advantage.

You are available to whoever calls upon or talks you into your services. You are more than willing to help and donate your time (points) to anyone who takes the time to really let you know that they need your help.

PRIMARY CONERN: To help out.

Individual Power Points	0
Publicity Points	10

PRESS CLUB

CULTURE: White, female

RELIGION: ------

ECONOMIC STATUS: Middle income

OCCUPATION: Television announcer

HOME LOCATION: Suburbia

For four years you were a teacher at the low income school before returning to college to take up television reporting. You still have a strong interest in education, particularly education for minority children in low income areas. You have recently heard of the multi-cultural education controversy and would like to "get to the bottom of it."

Your access to the television media gives you the opportunity to assist the groups in acquiring publicity which in turn gives an influence in the community.

PRIMARY CONCERN: To help local community groups attain the publicity they need.

Individual Power Points	9
Publicity Points	8

PRESS CLUB

CULTURE: White, male

RELIGION: Methodist

ECONOMIC STATUS: Low/middle

OCCUPATION: Newspaper reporter

HOME LOCATION: Downtown efficiency apartment

You've been a reporter for the local paper for five years. You believe that everyone has the right to be heard. Education articles are one of your specialties. You believe the "basics" are important but equally important is the ability to get along with each other.

Your paper is the focal point of local communication and therefore your articles can have great influence.

PRIMARY CONCERN: Finding out the underlying issues.

Individual Power Points	0
Publicity Points	10

HIDDEN AGENDA: Your sibling, whom you admire greatly, is the president of the Ad Hoc Committee of Concern Citizens for Human Relations. Whenever possible you lend a helping hand. (Find your sibling!)

A BRAHAM LINCOLN FORENSIC LEAGUE

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Truck driver

HOME LOCATION: Modest home in the German neighborhood

You do not like this multicultural business. You don't want your kids learning about other cultures. Things are just fine like they are. You are a member of this radical group. You all share opinions of non-Americans.

PRIMARY CONCERN: You want to keep things as they are.

Individual Power Points	1
Publicity Points	3

HIDDEN AGENDA: You are all working for the return of true Americanism. You want to make sure that white people run the government.

ABRAHAM LINCOLN FORENSIC LEAGUE

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: You come from a middle income family

OCCUPATION: Student (college senior)

HOME LOCATION: You live with your parents in a nice middle class neighborhood

Your father is very rigid and domineering. You wanted to join a group that he would disapprove of. Yet, you wanted to be a part of a group that would include and accept you.

You are a radical conservative and read everything you can find about your personal hero, Adolph Hitler.

PRIMARY CONCERN: Getting approval from the group. Resisting your father. Becoming fuehrer.

Individual Power Points	2
Publicity Points	6

HIDDEN AGENDA: You are all working for the return of true Americanism. You want to make sure that white people run the government.

A BRAHAM LINCOLN FORENSIC LEAGUE

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Insurance salesman

HOME LOCATION: Nice home in a good location

You feel there is no necessity for learning about other cultures. People should try to be like you if they want to.

You are looked up to as a leader and you try to exemplify the feelings of your group. However, you sell a great deal of insurance in the minority neighborhoods.

PRIMARY CONCERN: You don't want any changes.

Individual Power Points	1
Publicity Points	5

HIDDEN AGENDA: You are all working for the return of true Americanism. You want to make sure that white people run the government. You know that the unknown benefactor of your group is the vice president of St. Anne National Bank who is on the Parents for Basic Education Committee.

ABRAHAM LINCOLN FORENSIC LEAGUE

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Low income status

OCCUPATION: Clerk in store

HOME LOCATION: Modest home in the German neighborhood

You are against a multicultural program for the school system. You like things the way they are. You are against change.

You view the group as a fraternity with strong social ties and it makes you feel good to belong.

PRIMARY CONCERN: You want to keep things as they are and protect your school age children from interracial marriage.

Individual Power Points	1
Publicity Points	4

HIDDEN AGENDA: You are all working for the return of true Americanism. You want to make sure that white people run the government.

TRIBAL REPRESENTATIVES

CULTURE: Native American, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Federal program director

HOME LOCATION: Reservation housing

You are the director of a federal project to develop Native American curriculum materials for proposed use in the local schools. At this point the only impact you see your program having is in the reservation schools. It is your desire to follow this program with another that will allow the local schools to pursue multicultural curriculum goals rather than bicultural.

In order to receive funding for needed projects, you must acquire the support of other community groups off the reservation. In order to do this, you must find other groups whose goals are partially congruent with yours. Through the program you have had the opportunity to speak in front of several city groups. This opportunity always gives you exposure and influence with some groups in the community.

PRIMARY CONCERN: To fund projects that will benefit Indian education on the reservation portion of the school district.

Individual Power Points 4

Publicity Points 2

TRIBAL REPRESENTATIVES

CULTURE: Native American, male

RELIGION: Mennonite

ECONOMIC STATUS: Low income

OCCUPATION: Laborer/tribal chairman

HOME LOCATION: Reservation housing

You have been tribal chairman of your reservation for just six months. Your reservation is immediately adjacent to a white industrial community. Your schools are only a small part of the larger city school district. You believe that the children of your tribe are losing touch with the culture from which they came. You are particularly interested in insuring that all Native American children will maintain their Indian identity.

Your position as tribal chairman affords you the opportunity to be heard with your local reservation constituency. The problem, however, lies in finding ways to make your reservation heard in the larger industrial community.

PRIMARY CONCERN: To establish a Native American studies program in your reservation schools, and hopefully throughout the school district.

Individual Power Points	9
Publicity Points	1

TRIBAL REPRESENTATIVES

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Principal

HOME LOCATION: Suburbia

You are the principal of the reservation elementary school. It is your belief that no one considers the rights of the Indian students in your district. Your steadfast assistance and support for Indian education has made you a spokesman for the reservation.

As a vocal advocate of Native American studies, you also feel the need for a movement towards something larger than ethnic studies in the curriculum throughout the entire school district. You are currently searching for ways that you might bring about a change in this area.

PRIMARY CONCERN: Native American understanding throughout the entire district.

Individual Power Points	6
Publicity Points	4

TRIBAL REPRESENTATIVES

CULTURE: Native American, female

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Teacher aide

HOME LOCATION: Reservation housing

You have been an aide on a reservation elementary school for the past three years. You have desires to find a way to attain a college teaching degree and yet you must maintain your job in order to support your child. As a single parent, your job is a must.

It is your desire to stay out of politics as much as possible. You are very concerned about the children on the reservation. It seems that the school district in which you are employed has totally forgotten the Native American children.

PRIMARY CONCERN: The Native American children in the school district aren't getting their fair share.

Individual Power Points	2
Publicity Points	3

TRIBAL REPRESENTATIVES

CULTURE: Native American, male

RELIGION: Native American Church

ECONOMIC STATUS: Low income

OCCUPATION: Unemployed

HOME LOCATION: Reservation housing

You are the past tribal chairman and are quite upset about the loss of your position. The major complaint about your administration was that it didn't become involved in education. In order to make a comeback, you feel it is imperative that you become involved and be seen as a tribal representative for education throughout the community.

You are free to attend any meetings you feel might be appropriate. You still have a fairly strong following on the reservation. You must also maintain your contact with them.

PRIMARY CONCERN: To attain publicity as an Indian educational advocate.

Individual Power Points	3
Publicity Points	4

SCHOOL BOARD

CULTURE: Anglo, female

RELIGION: Methodist

ECONOMIC STATUS: Middle class

OCCUPATION: Retired school teacher

HOME LOCATION: Lives near one of the "best" elementary schools where you taught prior to retirement

You are looked up to as an Advocate for the School Employees. You are a widow and therefore devote your time to visiting schools, talking to teachers, principals, and administrators in order to keep abreast of what is going on in the schools. You also keep well-informed on the field of education through professional readings, attendance at national and state teacher conferences and local educational inservice sessions.

PRIMARY CONCERN: Keeping the teachers' trust and protecting teachers.

Individual Power Points	6
Publicity Points	3

SCHOOL BOARD

CULTURE: Anglo, male

RELIGION: Presbyterian

ECONOMIC STATUS: Upper middle class

OCCUPATION: President of construction company

HOME LOCATION: Lives in most affluent neighborhood

You are chairperson of the School Board. You also belong to the Downtown Business Men's Club of which you are vice-chairperson. You are influential in the Business Men's Club and the School Board. You are highly respected within the group and have the special power of authority and also have the power of influence on the citizens' opinions through press coverage. You act as the spokesperson for the School Board.

PRIMARY CONCERN: You want to maintain as little friction as possible.

Individual Power Points	10
Publicity Points	6

HIDDEN AGENDA: Maintain power and obtain votes for re-election to the school Board in the spring. You expect a big construction contract from St. Anne's Paper Co. and, therefore, you vote against multi-cultural policy regardless of deals made or points accepted. Don't let anyone know this fact.

SCHOOL BOARD

CULTURE: Black, male

RELIGION: Baptist

ECONOMIC STATUS: Middle class

OCCUPATION: Professor at the local university in the History department

HOME LOCATION: Lives in the White community

You are still considered a minority Advocate.

You have been attentive to the work of the Ad Hoc Committee of Concerned Citizens for Human Relations and have suggested and supported actions taken by them. You are outspoken in minority representation, minority issues, and teacher input and involvement. Although you are respected among the board members, you are also considered a thorn because you make the board face their individual value systems. You control the group through influential power.

PRIMARY CONCERN: Concern for respect and consideration of all people.

Individual Power Points	7
Publicity Points	5

HIDDEN AGENDA: Vote for multicultural policies regardless of points received or deals made. Keep this a secret.

SCHOOL BOARD

CULTURE: Anglo, male

RELIGION: Baptist

ECONOMIC STATUS: Middle upper class

OCCUPATION: Minister of one of the largest Baptist churches which is located in the downtown area

HOME LOCATION: Live in most affluent neighborhood, in a home provided by the church

Many school employees are members of your church.

You are also currently attending meetings of the Parents for Basic Education and the Downtown Business Men's Club in order to have a "feel" of where voters' thinking is. With rationale, you can easily be persuaded.

Individual Power Points	4
Publicity Points	2

SCHOOL BOARD

CULTURE: Mexican American, male

RELIGION: Catholic

ECONOMIC STATUS: Middle class

OCCUPATION: Supervisor of the drafting department for one of the city's largest companies.

HOME LOCATION: Own home in a nice middle income neighborhood

You are considered a man of expertise in your field. You have been active in city politics and school politics for the past twenty years. You also belong to the Urban League and have spent considerable time in special efforts for improving minority relations and minority job opportunities with the Ad Hoc Committee of Concerned Citizens for Human Relations and the Downtown Business Men's Club. You are respected, looked up to, and trusted by the Mexican American community.

Within the School Board you are formally respected, but the Anglos still display an attitude of arrogance toward you. You feel most comfortable with the Black professor on the board. You back up the professor in voting situations and likewise you can increase power through the professor's support.

PRIMARY CONCERN: Respect for all individuals and an open communication among and between all groups. You still believe in being strong. Being strong, means to you, that individuals will seek your opinion and support and that you will crawl for no one.

Individual Power Points 5 15

Publicity Points 3

DOWNTOWN BUSINESS MEN'S CLUB

CULTURE: Anglo, male

RELIGION: Presbyterian

ECONOMIC STATUS

OCCUPATION: President of the City National Bank

HOME LOCATION: Lives in the same neighborhood and attends same church as the School Board chairperson

You are a member of the Urban League and have been attending meetings of Parents for Basic Education. The majority of all organizations have accounts at the City National Bank. Most members of Downtown Business Men's Club have established accounts and have a first name relationship with you. You have power within the group because of business contacts. The group respects you as a man of honesty. You are outspoken in giving your opinion. You feel the schools must tighten up and focus on improving test scores. You think the school board may be too lenient in firing incompetent teachers.

Individual Power Points	9
Publicity Points	4

HIDDEN AGENDA: To obtain competent teachers and emphasize the teaching of math and reading in the schools by whatever methods necessary.

DOWNTOWN BUSINESS MEN'S CLUB

CULTURE: Native American, male

RELIGION: ----------

ECONOMIC STATUS: Middle class

OCCUPATION: Owner of one of smaller downtown businesses

HOME LOCATION: Owns nice home

Obtained federal funds for getting your business started through the interest and support of the female school board member. Within the group you are considered a token. You are a follower, not a leader. The only special power within the group is fear of the unknown. Other members of the Downtown Business Men's Club are not sure how you will react to given situations. They do not always feel comfortable with you around.

Individual Power Points	5
Publicity points	1

DOWNTOWN BUSINESS MEN'S CLUB

CULTURE: Anglo, male

RELIGION: Church of Christ

ECONOMIC STATUS: Upper class

OCCUPATION: Owner of local department store

HOME LOCATION: Mansion

You are member of the city's oldest and most respected family. You live in a mansion that is a city historical landmark. You are a member of the Urban League and due to family's long membership within the Business Group your support is sought. You are unsure about your opinion of education that is multicultural because you have always felt comfortable with the way things have been, but you are also open and receptive.

Individual Power Points	6
Publicity Points	4

DOWNTOWN BUSINESS MEN'S CLUB

CULTURE: Mexican American, male

RELIGION: Methodist

ECONOMIC STATUS: Upper middle class

OCCUPATION: Owner of an independent jewelry store

HOME LOCATION: Own home in upper class neighborhood

You have five employees. You live in the Mexican American community. You are also active in the Urban League, Ad Hoc Committee of Concerned Citizens for Human Relations, and Parents for Basic Education. Within the Downtown Business Men's Club you are respected and looked to as a spokesman for Mexican American community. The Mexican American community, however, does not have a high trust level for you. You are considered more "gringo" in your ways--those individuals who are your closest friends and associates are Anglo.

PRIMARY CONCERN: To remain among high social circles.

Individual Power Points	3
Publicity Points	1

HIDDEN AGENDA: To become City Councilman. You can be swayed for or against Multicultural Education.

DOWNTOWN BUSINESS MEN'S CLUB

CULTURE: Black,female

RELIGION: Baptist

ECONOMIC STATUS: Middle class

OCCUPATION: Owner of ladies dress shop

HOME LOCATION: Live in the White Anglo middle class community

You do not belong to other groups but always drop in to see what they are doing. You are highly outspoken and never hesitate to give your opinion.

Within the group, you are tolerated. Members think you are an extremist and too loud. You constantly cause disruptions by questions that are not related and by attempting to enforce your own opinions.

PRIMARY CONCERN: To remain in the limelight at all meetings and receive attention. You also call the press often for providing information and seeking interviews. You have no definite commitment for or against Education that is Multicultural.

Individual Power Points	4
Publicity Points	4

DOWNTOWN BUSINESS MEN'S CLUB

CULTURE: Anglo, male

RELIGION: Presbyterian

ECONOMIC STATUS: Upper middle class

OCCUPATION: Real estate agent

HOME LOCATION: New, affluent community

You serve as a mediator within the group. You do not belong to other groups but always know their progress and problems through a personal communications network.

Individual Power Points	4
Publicity Point	2

AMALGAMATED TURKEY GROWERS COOP

CULTURE: Anglo, male

RELIGION: Episcopal

ECONOMIC STATUS: Upper class

OCCUPATION: Large plantation owner

HOME LOCATION: On the best part of plantation

Turkeys are merely one of crop or farm production.

Because of size of farm, you are perceived by others in the farming community as their spokesman.

Individual Power Points	6
Publicity Points	3

AMALGAMATED TURKEY GROWERS COOP

CULTURE: Anglo, male

RELIGION: Protestant

ECONOMIC STATUS: Upper low income

OCCUPATION: Small farmer, successful enough to maintain family

HOME LOCATION: Small farm

You have 6 children, 2 grandchildren. Interest in the farm coop formed with help of federal government.

You believe more agricultural content should be taught in the schools.

Individual Power Points	3
Publicity Points	0

AMALGAMATED TURKEY GROWERS COOP

CULTURE: Black, female

RELIGION: Baptist

ECONOMIC STATUS: Middle class

OCCUPATION: Owner of small, productive farm

HOME LOCATION: On farm

You are aggressive and outspoken. You are domineering and demanding in all interests. You own the small, productive farm by nature of your hard work and management skills. Your 2 boys are required to work on the farm and one of them has indicated an interest in becoming a farmer.

Because you have reared these 2 boys into what the community feels are outstanding young men, the community has a great deal of respect and admiration for you.

Individual Power Points	4
Publicity Points	2

AMALGAMATED TURKEY GROWERS COOP

CULTURE: Mexican American, male

RELIGION: Methodist

ECONOMIC STATUS: Low upper class

OCCUPATION: Owns a large plantation

HOME LOCATION: On plantation

You inherited the plantation from your wife's parents who are Anglo. You are conservative. Very sensitive about how you acquired the farm, therefore you work very hard to keep up the farm. You attend night classes at the local university for agricultural study to keep up on current practices in the field.

You have 3 children in school. You are not well accepted by other farming community members because of your culture even though you do not maintain any Mexican American cultural lifestyles.

Individual Power Points	2
Publicity Points	0

AMALGAMATED TURKEY GROWERS COOP

CULTURE: Anglo, male

RELIGION: Catholic

ECONOMIC STATUS: Upper class

OCCUPATION: Owns largest plantation in the area

HOME LOCATION: On the plantation

You have several Blacks and other minorities who rent small acerage tracts from you for farming purposes. You have all the latest equipment and best facilities. Last year you had a profit of over $200,000. You are President of the Amalgamated Turkey Growers Coop. You have minority farmers in sharecropping arrangement and thus control their destinies. Because of this control, minorities frown on you. You recently led a demonstration to the state capital in protest of low prices paid for turkeys.

Individual Power Points	7
Publicity Points	9

AMALGAMATED **TURKEY GROWERS** COOP

CULTURE: Black, male

RELIGION: Church of God in Christ

ECONOMIC STATUS: Low middle class

OCCUPATION: Owns medium size farm

HOME LOCATION: On farm

You do not become overly excited about prices or the farming community because you provide a comfortable life for your wife and 4 children. Most food is produced on the farm.
Two of your children are attending college and 2 children are in the local schools. You are a member of the coop only because you are a farmer, but no active interest in it.

Individual Power Points	0
Publicity Points	0

ST. ANNE'S PAPER PRODUCT COMPANY

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Upper income

OCCUPATION: President and Chairman of the Board of St. Anne's Paper Company

HOME LOCATION: You live on a beautiful estate located near the edge of town

You feel it is your responsibility to protect your company's holdings from outside influences.

All members of this group are employed by the St. Anne's Paper Company.

PRIMARY CONCERN: You want to protect your power base.

Individual Power Points	9
Publicity Points	3

HIDDEN AGENDA: You want to maintain control at all cost and keep property taxes from increasing.

ST. ANNE'S PAPER COMPANY

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Upper middle income

OCCUPATION: Middle executive in the company

HOME LOCATION: You live in a nice middle class neighborhood

You work for the company and are eager to please your superiors.

All members of this group are employed by the St. Anne's Paper Company.

PRIMARY CONCERN: You are concerned about your future career development with the company.

Individual Power Points	5
Publicity Points	1

HIDDEN AGENDA: You would like to be chairman of the board when the present one retires.

ST. ANNE'S PAPER COMPANY

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Book salesman in the publishing division of the St. Anne's Paper Company

HOME LOCATION: You live in a middle class neighborhood. You would like to move to a bigger house. This would please your wife very much.

You are interested in making a positive impression on your superiors.

You are also seeking a promotion and increased sales.

All members of this group are employed by the St. Anne's Paper Company.

PRIMARY CONCERN: You would like to increase your earning power.

Individual Power Points	1
Publicity Points	5

HIDDEN AGENDA: You are willing to sneak power points to persons who agree to buy books from you if the program is accepted.

ST. ANNE'S PAPER COMPANY

CULTURE: White, female

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Executive secretary to the president of the company

HOME LOCATION: You live in a nice middle class neighborhood

All members of this group are employed by the St. Anne's Paper Company.

PRIMARY CONCERN: You wish to please your employer.

Individual Power Points	1
Publicity Points	3

URBAN LEAGUE

CULTURE: Black, male

RELIGION: Protestant

ECONOMIC STATUS: Upper middle

OCCUPATION: Director of the regional Urban League

HOME LOCATION: You live in a nice upper middle income area

A director of the Urban League you feel that you should provide leadership in the effort to get a program of education that is multicultural adapted and implemented in the St. Anne school system. You have two children attending the local high school. You are interested in providing for them and other students a cultural setting which more closely reflects the pluralistic nature of our society.

You all believe in working hard to secure jobs for all minorities. You all agree that a program that is multicultural should be a basic and essential part of the school curriculum.

PRIMARY CONCERN: To provide the leadership necessary to get this program adapted and implemented.

Individual Power Points	3
Publicity Points	7

URBAN LEAGUE

CULTURE: Black, female

RELIGION: Protestant

ECONOMIC STATUS: Middle income

OCCUPATION: Teacher -- you previously taught at the Black high school. You were the person with the most years seniority.

HOME LOCATION: You live in a nice middle income area

You are dedicated and sincerely interested in the education of all students, especially minority students. You feel that the adaptation and implementation of a program that is multicultural will be a benefit to all students. You are a power person in the old establishment. You will do everything in your power to get a program adapted by the Board of Education.

You all believe in working hard to secure jobs for all minorities. You all agree that a program that is multicultural should be a basic and essential part of the school curriculum.

PRIMARY CONCERN: To better the educational system for all students.

Individual Power Points	2
Publicity Points	5

URBAN LEAGUE

CULTURE: White, male

RELIGION: Protestant

ECONOMIC STATUS: Upper Income

OCCUPATION: You have a new and used car dealership

HOME LOCATION: You live in a very nice upper income level area at the edge of town.

You are part of the wealthy establishment. It is good publicity for you to be a member of this group. You feel it is the fair and right thing to do. You all believe in working hard to secure jobs for all minorities. You all agree that a program that is multicultural should be a basic and essential part of the school curriculum.

PRIMARY CONCERN: To enhance your public image.

Individual Power Points	6
Publicity Points	4

HIDDEN AGENDA: You sell cars to all the minorities in the area. You want to be looked on favourably by them.

URBAN LEAGUE

CULTURE: Black, male

RELIGION: Protestant

ECONOMIC STATUS: You come from a low income family

OCCUPATION: You are a college student attending the local liberal arts college. You have received a scholarship to cover the expenses of your tuition and books.

HOME LOCATION: You live in a modest home with your parents

You attended junior high school and high school under the segregated school system. You feel that a program of education that is multicultural will better prepare students for college when they have to meet different types of students. You also have a younger brother and sister in high school who you are concerned about.

You all believe in working hard to secure jobs for all minorities. You all agree that a program that is multicultural should be a basic and essential part of the school curriculum.

PRIMARY CONCERN: You want a multicultural program adopted.

Individual Power Points	2
Publicity Points	4

HIDDEN AGENDA: You periodically report to the president of St. Anne's Paper Company about league actions. You want a good job with the company.

NEWS RELEASE

A spokesman for the Ad Hoc Committee of Concerned Citizens for Human Relations met with newsmen Monday evening to discuss the recent difficulties in the school system. A group of citizens formed this group after a series of fights and other incidents broke out in the junior and senior high schools. Several teachers and P. T. A. members called a meeting last week and discussed the need for the schools to do something to improve the situation, which has grown out of the recently implemented court ordered desegregation.

The leaders stated that the committee has decided to submit a plan for a school program in multicultural education. There will be several opportunities for citizens to participate in writing the plan, according to the spokesman. They are asking anyone interested in such a program to contact the committee.

An additional meeting will be held at the Broken Rail Inn next Monday evening at 7:00 p. m. At that time, according to the spokesman, plans will be made to approach the School Board about passing a multicultural policy and implementing a program to improve human relations.

POLICY STATEMENTS AND BOARD ACTION

I. POSITIVE

Policy Statement: Multicultural Education will become an integral part of the Master Curriculum.

Board Action:

a. The School Board recommends the hiring of a Multicultural consultant to assist the Assistant Superintendent of Curriculum and Instruction, in the implementation of education that is Multicultural.

b. The School Board recommends a committee be formed to screen and purchase Multicultural resource materials in the amount of $15,000.

c. The School Board recommends that a Native American Studies Program be implemented in grades 7-12. This program should be integrated into Multicultural curriculum wherever possible.

II. NEUTRAL

Policy Statement: The Board welcomes any information regarding Multicultural education.

Board Action:

a. The St. Anne School Board would like to table the Multicultural education issue until we can gather more information.

b. The St. Anne School Board recommends that a committee be selected to study for one year the possibility of including Multicultural studies in regular curriculum.

III. NEGATIVE

Policy Statement: It is this Board's continuing policy to provide a basic quality education to the community as a whole, and it does not support special consideration that would fragment the cultural integrity of the community.

Board Action:

a. The Board will consider innovative proposals in the area of "back to the basics" education.

b. The Board requests that the superintendent survey regular classrooms to assure that basic education is receiving at least 60% of the time in each child's learning day.

c. The School Board requests its lawyer to appeal the desegregation decision handed down by the federal courts. A return to neighborhood schools is sought.

○ ○ ○ SCHOOL BOARD MEMBER SCORECARD ○ ○ ○	RECORD POINTS GIVEN TO YOU AS A SCHOOL BOARD MEMBER	SCORES
POLICY STATEMENTS AND BOARD ACTION		
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NEGOTIATION RECORD FOR MY POLICY

Name_____

Group_____

Points Accepted or Promises Made	Cost
(Person or Group)	Points or other bargains

OBSERVER DOCUMENTATION SHEET

It is your role to be a non-participant observer. In this role you are free to observe (but not participate) in any strategy, negotiation or publicity session which are either public or private. It is your responsibility to observe and record the dynamics of the simulation, the arguments, valve conflicts and interpersonal relationships. You should look for interactions of which the participants are not aware.

Some things you should look for are:

1. Who takes leadership roles.
2. How decisions are made.
3. What deals are made.
4. The valve conflicts that arise.
5. Dissonance indicated in persons who play roles with which they do not agree.
6. Emotions that arise in discussions.
7. Instances where the rules (directions) are inappropriate.
8. The effect of intervening variables.
9. Whether the groups expend their energies toward the stated objective of influencing the Board.
10. The degree to which arguments or informations from workshop sessions are used in the simulation.
11. Overall quality of the simulation in confronting multicultural issues. Please report to the simulation leaders at the conclusion of each session concerning your observations. Use the following sheets to record your observations.

I. Statement of Rules and Purpose and Situation

II. Establishing Roles

III. Executive Session of the School Board

IV. Preliminary Negotiations
1. Strategy Session

2. Negotiations

3. Public Statements

V. Selection Among Policy Alternatives

VI. Presentation of Alternatives

VII. Final Negotiations
1. Strategy Session

2. Negotiations

3. Public Statements

VIII. Presentation of Issues to Board (Final Board Meeting)
1. Private Discussions

2. Open Forum

PUBLICITY EVALUATION SHEET

Please use this sheet to judge the news releases and other public statements by both groups. The general criteria for judging the statements should be:

1. Quality of arguments concerning the issue.
2. Clarity of the statements.
3. Use of propaganda techniques.
4. Expressions which indicate knowledge of community dynamics.

You may award (2, 5 or 10) publicity points to each side for news releases and 5, 10 or 20 for the debate.

Ad Hoc Committee of Concerned Citizens for Human Relations	Parents for Basic Education
Notes:	Notes:
Points Awarded_____	Points Awarded_____

CONTROL DIRECTIONS

ST. ANNE: A MULTICULTURAL DILEMMA

Timeline:

Phase I/	5 min.	Opening statement
(2½ hrs.)	5 min.	Handouts
	15 min.	Read handouts
	10 min.	Discuss directions
	5 min.	Read role descriptions
	5 min.	Discuss role playing
	10 min.	Find community groups
	5 min.	Read ad hoc committee news release
	15 min.	Discuss news release and draft preliminary statement
	5 min.	Break
	15 min.	Brief statement by each group
	10 min.	Strategy session
	15 min.	Negotiations
	5 min.	Statement of support generated
	15 min.	Prepare news release
	5 min.	Control will read news release
	5 min.	Handout: Policy Alternatives
Phase II/	30 min.	Select 2 policies or prepare new policy
(1¼ hrs.)	20 min.	Present 2 alternatives to school board
	10 min.	Strategy session
	15 min.	Negotiations
Phase III	20 min.	Prepare for T.V. debate and negotiate
	15 min.	Planning session for debate
	25 min.	T.V. debate
Phase IV/	10 min.	Planning session
(1¼ hrs.)	20 min.	Negotiations with board
	30 min.	Public board meeting
	15 min.	Board decision (vote) and explanation
Phase V/	15 min.	Review board decision
(1 hr.)	15 min.	Report of observers
	30 min.	General discussion

CONTROL DIRECTIONS

ST. ANNE: A MULTICULTURAL DILEMMA

Control Secret Rules and Facilitation Guide:

I. Monday (2:00-4:30)

2:00-2:05 Opening statement (Purpose and sequence)
2:05-2:10 Handouts
2:10-2:25 Read setting, participant directions and sequence charts
(SHOULD CIRCULATE)
2:25-2:35 Discuss Rules: Have participant direction handy. (Go over sequence chart as a guide and reminder)
2:35-2:40 Read role descriptions
(CIRCULATE)
2:40-2:45 Discuss role playing
(1. Overplaying, 2. Discrepant roles, 3. Filling in
BE IMAGINATIVE!!!)
2:45-2:55 Find community groups
(Make sure all persons are in a group. Facilitate introductions.
STATE CHARACTERISTICS IN COMMON Name of group, employment, community organization)
2:55-3:00 Read ad hoc news release and handout
3:00-3:15 Discuss news and a preliminary position statement
(OPTIONS - Support it, oppose it, stay neutral and bargain)
Call executive session of school board.
DISCUSS 1. their importance, 2. they win by being re-elected and are re-elected by accumulating power and publicity points.
(Tell each board member that has a predetermined stance that if he/she follows through there are powers who will insure re-election.)
3:15-3:20 Break (Start reading external force cards every 10 min.)
(HUDDLE) Check on misunderstandings, rules changes, point problems, etc.)
3:20-3:35 Brief statement by all groups.
3:35-3:45 Strategy session for all and plan news release for ad hoc--basic parents
(CIRCULATE - Help with strategy only.
1. Keep points and bargain
2. Immediately join other groups
3. Be apathetic
4. Cheat
5. Deal directly with board members
6. Extract promises in exchange for support and keep records.)
3:45-4:00 Negotiations
(CIRCULATE)
Make sure records are kept. One person may be assigned as treasurer for the group to keep accumulated points.
FACILITATE
4:00-4:05 Support generated by ad hoc and basic parents
(Keep total on points--check and make sure they have points in hand. Give 5 power and 10 publicity points to group with most points gained. Check original points against new total.)
4:05-4:20 Groups prepare news release--ad hoc and basic parents
(Other groups who are still neutral should discuss position and events)
4:20-4:25 Read news releases--collect 5 publicity points (Have judges decide best and give out points 5-10 or 2)
4:25-4:30 Hand out board policy alternatives
DISCUSS
(Give next morning sequence)

CONTROL DIRECTIONS CONT.

II. Tuesday (10:45-12:00)

10:45-11:15 Select 2 policies or write new policy. (Groups that are still neutral can write policy or discuss their position)
FACILITATE WITH EMC Knowledge

11:15-11:35 Present policies
1. Collect 20 points and issue to board members
2. Allow unequal time to basic parents group--tell chairperson.

11:35-11:45 Strategy session
(Discuss with neutral groups their position and try to get movement.)

11:45-12:00 Negotiations
1. Check on record keeping
2. Make sure publicity points are exchanged for minute time periods.
3. Get neutral groups to discuss with ad hoc and basic parents

III. Tuesday (3:30-4:30)

3:30-3:50 Negotiations
Make sure debate work is started

3:50-4:05 Plan debate
(ACT AS RESOURCE TO BOTH GROUPS)

4:05-4:30 T.V. Debate
(Keep time) Have evaluators give decision. Award 5-10 or 2 points
Collect 5 publicity points

IV. Wednesday (10:30-11:45)

10:30-10:40 Planning session
(Talk with board members about past deals and upcoming vote--reinforce re-election possibilities)

10:40-11:00 Negotiate with board members

11:00-11:30 Board meeting
(Chairperson controls meeting!!)
END FORCE CARDS!!!

11:30-11:45 Board vote and decision
(Have chairperson announce policy)

V. Thursday (8:30-9:30)

<u>Covered in Debriefing Guide</u>

GO INTO PROJECT TEAMING AS FACILITATOR

CONTROL DIRECTIONS

ST. ANNE: A MULTICULTURAL DILEMMA

Debriefing:

The debriefing activities compose the last hour of the activity and include a review of the previous decision by the board, the observer reports and a general discussion. The following questions will serve as a guide to the debriefing.

I. REVIEW OF BOARD DECISION:
   1. Did each board member vote as you expected?
   2. Did you as a board member have difficulty voting according to power points?
   3. Was the decision clear-cut?
   4. What factors contributed to the decision that was reached? Personal preference? Power points? Persuasiveness of arguments? Economic concerns?
   5. Will a board member briefly describe the motivation for actions within the decision process.

II. OBSERVER REPORT:
   1. Who took leadership roles and how did leadership become bestowed?
   2. What were the determining factors in group decision making? Economic? Personal? Knowledge of power techniques? Fatigue?
   3. What secret deals were made?
   4. What emotion arose in discussions?
   5. Was there dissonance indicated by individuals who played roles with which they disagreed?
   6. What were your other observations?

III. GENERAL DISCUSSION:
   1. Did you learn anything about yourself that will assist you in dealing with conflicts in the public arena?
   2. How did you feel when things happened that were unexpected or contrary to deals made.
   3. Were there individuals or groups that you felt a personal dislike for and a lack of respect? Do you understand their motivations?
   4. The following terms relate to organizational structures; what evidence did you observe of these things happening:

      Slippage=distortions which occur as policy and/or information are transmitted within organizational structures--was there slippage?

      Norms =Standards that govern the behavior of individuals--were there any standards?

      Role Set=Relationships which an individual has by virtue of occupying a particular position in an organization. Did your role determine your behavior? What are the consequences if you didn't?
   5. Did you use information gathered in the workshop sessions during the simulation? What did the simulation teach you about education that is multicultural and its implementation?
   6. What are your plans when you return home?

Please find the other members of your project and discuss this question.

CONTROL DIRECTIONS CONT.

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11:15-11:35 Present policies
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(Discuss with neutral groups their position and try to get movement.)

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1. Check on record keeping
2. Make sure publicity points are exchanged for minute time periods.
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III. Tuesday (3:30-4:30)

3:30-3:50 Negotiations
Make sure debate work is started

3:50-4:05 Plan debate
(ACT AS RESOURCE TO BOTH GROUPS)

4:05-4:30 T.V. Debate
(Keep time) Have evaluators give decision. Award 5-10 or 2 points
Collect 5 publicity points

IV. Wednesday (10:30-11:45)

10:30-10:40 Planning session
(Talk with board members about past deals and upcoming vote--reinforce re-election possibilities)

10:40-11:00 Negotiate with board members

11:00-11:30 Board meeting
(Chairperson controls meeting!!)
END FORCE CARDS!!!

11:30-11:45 Board vote and decision
(Have chairperson announce policy)

V. Thursday (8:30-9:30)

<u>Covered in Debriefing Guide</u>

GO INTO PROJECT TEAMING AS FACILITATOR

MULTICULTURAL SIMULATION EVALUATION SHEET

1. Were the simulation general directions clear? Yes_____ No_____

2. Simulations are designed to depict actual conditions and processes. Was this simulation realistic in depicting multicultural confrontation?
   Yes_____ No_____
   Comments:

3. Were the role descriptions explicit enough? Yes_____ No_____
   How could the roles be improved?

4. Were the power and publicity points distributed appropriately to the various groups? Yes_____ No_____
   Were point reductions and additions handled fairly? Yes_____ No_____

5. Were the public statements judged accurately? Yes_____ No_____
   Comments:

6. Did the negotiations between community groups and the school board accurately depict the type of decisions made in the public arena?
   Yes_____ No_____
   Comments:

Multicultural Simulation Evaluation Sheet
Page 2

7. Were the intervening variables accurate in depicting chance occurances in decision making? Yes_____ No_____
Comments:

8. Was the amount of time allowed for each activity sufficient?
Yes_____ No_____
Comments:

9. How could the simulation be improved?

10. On a 1 to 10 scale with 10 being the highest, how would you rank this simulation as a learning experience? (Circle the number)

1 2 3 4 5 6 7 8 9 10

EXTERNAL FORCE CARDS

1. Standardized test scores for the state are released and the local school's score drop. Ad hoc committee loses five publicity points. Parents for Basic Education gain five publicity points. School employees lose one power points and three publicity points.

2. The Governor appoints the Chairman of the ad hoc committee to the State Human Right Commission. Ad hoc committee gains five power points and five publicity points.

3. The U.S. District Court's judge suggests that the school system should provide in-service training for teachers in recently desegregated schools. Ad hoc committee gains five power points. Each school employee loses one publicity point.

4. A nationally known educator and a politician appears on the ABC Evening News suggesting that the back to basics movement is basing its fight on meaningless test scores, and that the true motivation is political and economic. Parents for Basic Education lose five publicity points and one power point. Ad hoc committee gains three publicity points.

5. The High School Student Council, headed by the son of the Chairman of the Basics group, votes a resolution supporting the ad hoc's call for multi-cultural education. Ad hoc committee gains one power point and five publicity points. Parents for Basic Education lose one power point and three publicity points. The Chairman loses two publicity points.

6. A tax payer law suit in another part of the state is settled. The tax payers were challenging the method of evaluating property for tax purposes. The court has decided to put a freeze on all tax digests in the state. The State School Superintendent announces that until the freeze is lifted, no new taxes can be levied and any new programs must be funded with present revenues. Ad hoc committee loses three power points and five publicity points. Basics group gains five power points and two publicity points. School Board loses five power points.

7. The local football hero who is playing at State University is declared scholastically ineligible after leading the team in passes caught. Basics group gains three publicity points. Ad hoc committee loses two publicity points.

8. The Honors Club at the Junior and Senior High Schools passed a resolution calling for greater emphasis on academics. Basic group gains two publicity points.

9. The State Legislature passes a bill calling for a minimum competency test for 6th and 12th graders. Ad hoc committee loses three publicity points. The Governor vetoes the bill. Basic groups lose two publicity points.

10. The State Legislature votes a "right to work" bill down. Industrial Union gains three power points and five publicity points. St. Anne's and Downtown Business Men's Club lose one power point and two publicity points.

11. A small group of union members go on a "wildcat" strike against St. Anne's. Labor Union loses three publicity points.

12 A federal judge rules that the State's Paper Products Union has been guilty of racial and sex discrimination in membership. Union loses five publicity points. Ad hoc committee loses three publicity points. Urban League gains five publicity points and two power points.

13. St. Anne's and the Union reach a new five year contract. Union gains one power points and two publicity points. St Anne's gains three power points.

14. The State Legislature votes a 12% raise. School employees gain five publicity points and one power point.

15 A local teacher is arrested for selling drugs. School employees lose three publicity points. School Board loses two publicity points.

16. A local teacher wrote a grant for Title III funds to establish a basic skills lab. It is funded for 25,000 dollars. Ad hoc committee gains two publicity points. Basic's committee loses two publicity points. School employees gain one power point and three publicity points.

17. The St. Anne Underground News goes out of business. Press Club members gain five power points and three publicity points.

18. The City Council approves cable vision for St. Anne. Press Club loses five publicity points and one power point.

19. The National leader of the Abraham Lincoln Forensic League appears on 60 Minutes explaining his group's purposes. League members gain three publicity points.

20. While picketing in front of the Urban League, members of the Abraham Lincoln Forensic League start a fight with several Urban League members. Lincoln League loses three publicity points.

21. The Federal District Court rules in favor of the tribal land claim and awards 46 million dollars to be divided among the States' Native American population. Tribal representatives gain five power points and ten points.

22. A tribe member is arrested for the fatal shooting of a deputy sheriff during a robbery. Tribal representatives lose five publicity points.

23. An agreement is reached between the tribe and St. Anne's concerning logging operations on the reservation. St. Anne's and Tribal representatives gain three publicity points and one power point.

24. The Superintendent of Schools resigns to accept a job at a larger system. School Board gains three power points and loses three publicity points. The right to select a new superintendent is now excercised.

25. The price of turkey goes up 50%. Amalgamate Turkey Growers Coop gains two power points.

26. The price of turkey goes down 25%. Amalgamate Turkey Growers Coop loses two power points.

27. The Chairman of the St. Anne's Paper Product Company is selected Chairman of the Board of the St. Anne's National Bank. St. Anne's gains three power points and five publicity points.

28. St. Anne officials are indited for attempting to bribe State officials so the State would grant special concessions to St. Anne logging operations. St. Anne's loses ten publicity points and two power points. St. Anne officials cannot talk directly to School Board members.

29. Downtown Business Men's Club is voted the outstanding service club in the state for its charity drive for the poor. Men's Club gains five publicity points. Urban League and Tribal Representatives lose one publicity point.

30. A new coop industry receives a large federal contract to furnish supplies to the armed forces. Each Men's Club member, and St. Anne's Paper Company lose one power point.

31. A member of the Urban League is elected to the City Council. Urban League gains two power points.

32. A large donation is received by the Urban League. Urban League gains five publicity points and two power points.

33. Several Urban League members are identified as members of a radical Islam group. Urban League loses three publicity points.

34. The Chairman of the Urban League dies. Urban League loses two power points.

5 Publicity Points	1 Publicity Point	5 Power Points	1 Power Point
5 Publicity Points	1 Publicity Point	5 Power Points	1 Power Point
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5 Publicity Points	1 Publicity Point	5 Power Points	1 Power Point
	1 Publicity Point	5 Power Points	1 Power Point
1 Publicity Point	1 Publicity Point	1 Power Point	1 Power Point
1 Publicity Point	1 Publicity Point	1 Power Point	1 Power Point